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ABSTRACT

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet focuses on educational management as a plan for responsibility which requires interlocking relationships between several agencies to do its job. Decision-making limits and how interactions between different groups affect management are discussed to give educators an understanding of how to work with management to give handicapped students the education they deserve and are entitled to by law. Specific topics discussed include the following: agencies responsible for management (federal, state, local, school center), designing an individualized educational plan, an individualized educational plan staffing, funding formula, and program evaluations. A self-test is included for pre- and posttest evaluation. (TA)

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A System of Management

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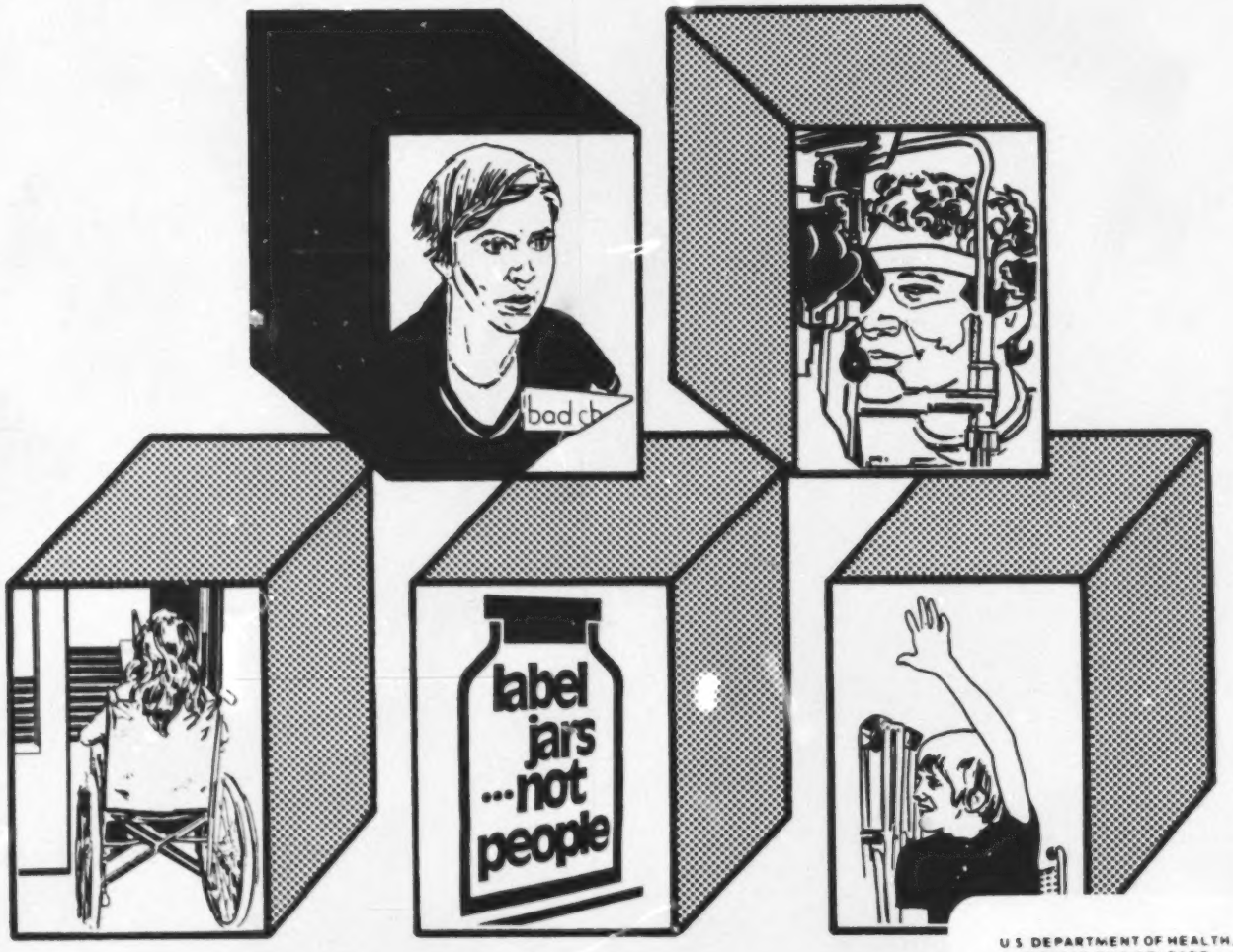

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Another Step Forward...

These booklets were designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms. They were produced as a special project at the University of Florida. These booklets should provide you with valuable information and answer questions you may have about handling the special needs of handicapped students. For additional information, please write: Dr. Stuart E. Schwartz
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The series of five booklets covers material on a wide-range of aspects dealing with handicapped individuals. The booklets include:

1) Mainstreaming Handicapped Students into the Regular Classroom
2) Characteristics of Handicapped Students
3) Evaluation and Placement
4) A System of Management
5) Architectural Considerations for a Barrier Free Environment

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Here are a few questions to help determine what you already known about teaching handicapped students in your classes.

After reading this booklet, take the test again to evaluate your understanding of the important concepts. The correct answers are given in the back of the booklet.

Indicate whether the following statements are true or false.

_____ 1. Management is a plan for responsibility and requires interlocking relationships among several agencies to do its job.

_____ 2. An individualized educational plan is not necessary when a handicapped student is entering a vocational education program, in accordance with Public Law 94-142.

_____ 3. A primary role of the exceptional student education teacher is to assist the vocational education teacher in understanding the characteristics of the handicapped learner.

_____ 4. The school principal has the responsibility of maintaining good public relations and communications with parents and the community.

_____ 5. Parents are not required at IEP staffings because parental involvement can be harmful.

_____ 6. The work evaluator uses a series of different tests and observations to gather information on a student's work interests, aptitude, and skills.

_____ 7. Information presented and discussed at an IEP staffing should be passed on to all the student's teachers and school officials.

_____ 8. Funding programs for education strive to equalize educational opportunity throughout the state.

_____ 9. An understanding of the management system will make it easier to work with it to give handicapped students free, appropriate education.

_____ 10. In the field of education, management is being used as a substitute for administration to describe positions of authority.

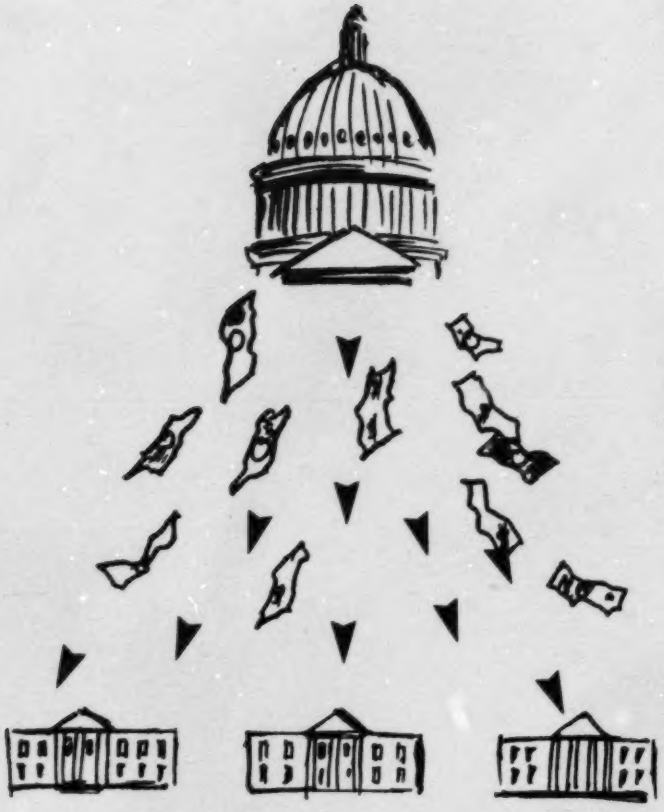
The term "management" is commonly associated with the business world to identify the organizational systems of control that keep industries running smoothly. In the education field, "management" is being used as substitute for "administration" to describe positions of authority. Currently, **"administration", "management",** and **"control"** are used synonymously to describe the regulation of educational facilities and programs.

In any bureaucratic system, arbitrary decisions are sometimes made that limit the control of certain people and give more power to others. This often creates dissatisfaction and promotes the feeling that to get anything done you must "fight the system." Teachers are sometimes familiar with the frustration of trying to work with the adminstration in their school and running up against restrictions. This does not need to happen. Both administrators and teachers are controllers, or managers, of their particular domain. They must learn to respect one another's viewpoints and work together within the management boundaries to reach the best solutions to problems. Understanding the structure of the management system and sound management principles will make it easier for teachers and administrators to accomplish what needs to be done.

Educators have varying reactions to the term management as it applies to controlling classroom programs. Some, tired of limitations, budgetary cuts, and endless problems, take the attitude they will "manage" the best they can despite management.

Others wisely realize that regardless of management imput, they are in charge of how they use their time and ultimately of what goes on in their classrooms. They approach "management" with the idea that it is necessary and doesn't have to be negative. Management implies being "in charge" or "charged with responsibility". Management is a plan for responsibility and requires interlocking relationships between several agencies to do its job.

The organization of the management function should be considered a network of systems. Each individual sub-system within the whole has a specific role in the line of responsibility. To understand the "chain of command" and the operation of the system, you need to be familiar with decision-making limits and how interactions between different groups effect management.



Agencies Responsible for Management

Federal

The Department of Health, Education, and Welfare has created agencies like the Bureau of Labor Relations to make management changes to influence local programs for handicapped individuals. The Vocational Education Amendments of 1968 and other legislative decisions have had a tremendous impact on obtaining equal rights for handicapped people.

An important responsibility of management, at the local level or in federal agencies, is to devote enough time and resources to meet the requirements of recent policies giving more rights to handicapped people.

State

The Department of Education offers assistance to handicapped individuals through the Division of Vocational Education and the Bureau of Education of Exceptional Students. A legal agreement binds these two organizations responsible

for a wide range of services like performing educational audits and securing technical advice about special problems.

The State Department of Education is frequently given federal funds in the form of grants which are available to local school districts for students with special needs. This is one example of an interlocking relationship between federal, state, and local government agencies.

Local

The School Board The school board is a representative for people who use educational programs and services. It is the local center of responsibility for creating public policy and has the final say on vocational programs for handicapped students. An important management task is keeping the school board informed through the District Superintendent.

District Superintendent The District Superintendent endorses vocational programs for handicapped students with special needs, gives budgetary support, and interprets programs for the school board.

District Vocational Education Administrator The management function of the District Vocational Education Administrator is to supervise and evaluate vocational education programs in the local district. This position also has the responsibility of developing the annual program need projections with the District Exceptional Student Administrator.

District Exceptional Student Education Administrator. The role of this administrator is similar to the District Vocational Education Administrator with additional responsibilities like formulating the **District Procedures for Exceptional Student Education Programs**. This legal document is the basis for the annual educational audit performed by the Bureau of Education. The District Exceptional Student Education Administrator also endorses the Individual Education Plans and has final responsibility for placing pupils in special education programs.

School Center

Principal The principal gives approval and support for programs by setting aside money in the budget for materials, equipment, classroom space, support services, and staff. The principal is a public relations and leadership link with parents and the community, and an important communication channel with the district administrative office.

Vocational Education Teacher. The vocational education teacher is responsible for a number of management tasks. With the help of other professionals, the teacher develops an Individual Education Plan for each student. After formulating the IEP, the teacher must secure administrative endorsement for it, and record and evaluate the student's progress through all the plan's phases.

Exceptional Student Education Teacher. The exceptional student education teacher is responsible for helping the vocational educator understand the characteristics of handicapped students. He interprets the pupil diagnostic assessment for the vocational education teacher in relation to occupational skill requirements. This person is also a valuable member of the IEP staffing team.

Paraprofessional Teacher. Paraprofessional teachers are staff assistants who provide individualized instruction to handicapped students. A clear understanding of each student's needs and problems develops because the assistant is in close contact with them.

Guidance Counselor. The guidance counselor is often responsible for co-ordinating the Individualized Education Plan staffing. It is the task of the guidance counselor to present the case, contact the appropriate resource people, including the student's parents, maintain all records, and schedule the IEP staffing session. The role extends to include counseling sessions with parents, observing students, assessments of a pupil's academic achievements, and consultations with teachers.

School Psychologist. The school psychologist is usually on the staff of the district office and is not always available to give direct services to the handicapped student. The school psychologist performs psychological and academic assessments, observes students and arranges consultations. The position involves taking job interest inventories, personal

adjustment scales, and work evaluations. The school psychologist is a valuable contributor on the Individualized Educational Plan staffing team.

School Social Worker. The role of the school social worker emerges in a new place of importance because Public Law 94-142 requires parent participation in designing the IEP. It is not sufficient to send a notice to parents informing them of the time and place of staffing. Repeated efforts to involve the parents must be documented and many times a home visit will be necessary. In addition to fulfilling legal requirements, this process increases valuable parental involvement.

Special Area Professionals. Often it is necessary to enlist the services of specialists like speech clincians or occupational and physical therapists. These professionals are qualified to make evaluations used in designing special programs that train handicapped students for future employment. They can be a permanent member of the staff, or are hired by the school system when their special services are needed.

District Vocational Rehabilitation Counselor. The vocational rehabilitation counselor has a role in defining the special needs population and identifying which students shall receive specialized vocational education services. Along with the vocational education administrator and exceptional student education assistant, the district vocational rehabilitation counselor develops acceptance qualifications for programs and outlines the procedure for reviewing placement applications. Each case is reviewed and endorsed by the vocational education administrator, the exceptional student education assistant, and the vocational rehabilitation counselor in compliance with state regulations. Besides meeting legal requirements, this process is an excellent way for management to insure a flow of information for making sound decisions. Also, the people reviewing the cases are in a good position to help secure budgetary and support services because of their agency affiliations.

Work Evaluator An excellent source of information about the work skills, interests, and aptitudes of a student is the work evaluator. Work evaluators use standardized tests, actutal job try-out samples, and personal observations to collect useful information.

Due to limited funds or the size and location of communities, every school district will not have available to them the entire list of personnel we have described. However, all of these people have valuable input and experience to add to programs for the vocational student with special needs. Every effort should be made to consult these people for their views when possible.

Designing an Individualized Educational Plan

A condition of Public Law 94-142 is that each student must have a specially designed Individualized Educational Plan (IEP). This is especially important in vocational education for students with special needs.

The IEP Staffing Team The members of the staffing committees are listed in the **District Procedures for Exceptional Students** and the **State Plan for the Administration of Vocational Education Programs**. The vocational education district administrator and the exceptional student education administrator work together to create compatible schemes for designing Individualized Educational Plans. It must be remembered that disadvantaged pupils are also considered as special needs students. People with administrative responsibilities for this group should be included in planning and management from the start.

An Individualized Educational Plan Staffing

The following list contains practical items to follow in IEP staffing sessions. It needs to be emphasized that everything presented and discussed in the staffing should be kept in strict confidence. If these procedures are used, the results should prove successful for staff members, and most important, for the students.

1. All members of the IEP staffing team should be given an opportunity to review the case before it is presented.
2. All forms should be the same so there is a smooth flow of essential information.
3. Parents must be included in the IEP staffing. Any evidence of the school's efforts to arrange for parent participation must be documented.
4. Use the expertise and production styles of the team members to the fullest.
5. Encourage positive rather than negative input at the staffing.
6. All suggestions should be carefully considered so that the best plan can be developed for the particular student.
7. Once an IEP is designed, the group should meet as often as needed to monitor the plan.
8. Periodically, meet as a team to evaluate the plan and determine if certain parts should be deleted or strengthened. Parents should be involved in every staff meeting.

Funding Formula

Managing the budget is crucial to planning special programs for handicapped learners. In order to create new programs that provide for all students, it is helpful to understand where the money comes from and how it is distributed. Without sufficient resources and careful budgeting, the necessary programs for children with special needs will not be available.

In Florida, the program for funding county school systems was established by the 1973 Florida Education Finance Act (FEFA). The legislature established this act with five goals in mind.

1. To guarantee each public school student an appropriate education, no matter where in the state he attends school.
2. To increase the authority of each county school board to deal with situations in their particular county.
3. To assume more responsibility in meeting construction needs in each county.
4. To encourage innovative school designs, construction, and financing that will reduce costs while improving the school environment.
5. To make a better analysis of school financing and provide a more solid basis for making education management decisions.

The FEFA provides for a statewide school education fund made up of sales tax and license tag revenues, county school taxes, and a large sum of money from state sources set aside each year for education. The legislation's plan is to equalize educational opportunities throughout the state, so that a student will not get an inferior education because he lives in an economically poor county. The legislators realized that educational programs vary greatly and the number of students in programs differs among school districts. The distribution of funds is designed to equalize these conditions by a system of pupil weighting or cost differentials. The distribution depends on the total number of full time equivalent students, FTE, in the county; and the cost factors of the programs in which the students are enrolled.

Because the funding and costs vary from one year to the next, and differ for each county, it is not feasible for us to present specific information. Local education agencies in your district can provide you with necessary budgetary information for your particular county.

Program Evaluations

Since management is responsible for so many different jobs, a method to evaluate your program should be one of the first priorities. Here are some general guidelines to use in any evaluation plan:

1. Determine the goals in order of importance.
2. Make realistic time projections and follow them.
3. Design a system for recording and filing all the necessary data.
4. Monitor progress at points along the time line.

5. Compare the data you collect with defined goals.

6. When there is a discrepancy between the actual data and the desired results, a change in the procedure or the goals may have to be made.

The management process is a system of interacting roles, all serving an important function. The local high school principal, the guidance counselor, and the district administrator all have vital roles in the management process. For the system to work, so the best education is provided for all students, everyone must do their part. As a vocational educator, you are aware of the problems involved in dealing successfully with handicapped learners. They have special needs and require extra time and effort on your part. The personnel we have described in this booklet are to help you do the best job you can. Take advantage of them when you are planning programs or have problems with a particular student.

Whether you see management as a help or hindrance, it exists and has an impact on what you can accomplish. You are in control of your class and what takes place there. By understanding the management system, you should be able to work with it to give handicapped students the education they deserve and are entitled to by law.